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ABSTRACT

Major priority areas established by the American Indian (Lumbee) Parent Committee of the Indian Elementary and Secondary School Assistance Program for Robeson County, North Carolina were: remedial reading; additional vocational education; special guidance programs; accelerated training for gifted; specialists in math; and cultural enrichment programs. Two evaluators working outside the school system utilized a 10-item questionnaire to evaluate the degree of satisfaction experienced by parents (N=458); teachers (191); and students (324). Additionally school principals were asked to prioritize their community's needs in terms of the Parent Committee's six priorities. Principals from 5 of the 25 schools were asked to examine the chief needs of their students, the overall objectives of their programs, and how each objective served their Indian students. Program evaluation indicated: differences in the priority rankings of principals (reading, guidance, math, the gifted, vocational education, and cultural enrichment) and those of parents, teachers, and students (reading, cultural enrichment, math, music, clerical assistance, general catch-up programs, home coordinator and physical education, the gifted and vocational education); in general, parents were more satisfied with their level of understanding and involvement, program impact on student attendance, and pride in Indianness than were the teachers and students, though it was concluded that the program did satisfy the objectives established by the Parent Committee. (JC)

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Elementary and Secondary School Assistance Program

Waltz Maynor - North Carolina Central
V. Ray Thompson - Hoke County Schools

ROBESON COUNTY N.C. 1973-74

RC 010187

FOREWARD

Project Evaluation - Part A - Indian Education Act

Robeson County Schools

Any successful educational program must be: FIRST, planned on the basis of needs assessment; SECOND, implemented in accordance with the adopted plan; THIRD, objectively evaluated for the purpose of replanning. This has been the purpose of this evaluation, in addition to meeting Government requirements in carrying out a program under the Indian Education Act, Part A, by the Robeson County Board of Education.

The program evaluated is now being carried on in 25 separate schools, and is designed especially to meet the needs of Indian Children in each school community involved.

For the purpose of obtaining an objective and realistic project evaluation, the Indian Parents Committee and the School Administration employed two persons to design and conduct this project evaluation. Neither of these persons is an employee of this school system, and neither is presently employed within this county. Both are natives of this area, both are Indian, and both attended as students and served as teachers in the Robeson County School System. Now, both are employed outside of Robeson County, working with other than Indian people, and both are in fields of public education.

Dr. Waltz Maynor is Assistant Dean at North Carolina Central University, Durham, North Carolina. He has been actively involved in education evaluation and research in his present position, as well as in previous employment at Appalachian State University. He holds a B.S. degree from Pembroke State University, an M.A. degree from Appalachian State University, and a Doctor of Education degree from Duke University, specializing in Education Research.

Dr. Vernon R. Thompson holds a B.S. degree from Pembroke State University, an M.A. degree from Ohio State University, and a Doctor of Education degree from the University of Miami, Miami, Florida. He is now working in public school guidance with the Hoke County Schools, Raeford, North Carolina.

Other than this foreword, this entire evaluation report was prepared by the above mentioned evaluators. We believe this report speaks for itself, and commend it for study by all interested citizens.

Y. H. Allen, Superintendent
Robeson County School System

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HISTORICAL BACKGROUND

The Robeson County School Administrative Unit operates in an area with a large concentration of Lumbee Indians and in an area of continuous Indian population growth. The 1970 census lists the County's Indian population as 26,000. This is the largest Indian population east of the Mississippi River. The importance of agriculture to the County's economy, the conservative growth of industry, and the determinedness of the Lumbee Indians to maintain their identity and to survive culturally have combined to locate Robeson's three ethnic groups--Indians, Whites, and Blacks--in specific sections of the County. The County's geographic racial composition is reflected in its various school administrative units. Most of the Lumbee Indians are concentrated in rural areas and in the town of Pembroke and attend school within the Robeson County School Administrative Unit.

INTRODUCTION

As a result of the Indian pattern of isolation, Indian children suffer not only from economic deprivation but also from a lack of opportunities to advance in educational and cultural development. Consequently, a dire need exists among the Lumbee Indians for compensatory educational opportunities both in the academic and non-academic fields. In order to meet some of the more urgent needs of the Lumbee Indians, an Indian Elementary and Secondary School Assistance Program was initiated and implemented in Robeson County in 1973 through a Parent Committee in conjunction with the Robeson County Board of Education.

After assessing the school needs of Indian students and after consulting parents, professional personnel, and available test data, the Parent Committee concluded that six areas were in great need of attention and aid and that the needs differ between the twenty-five schools operated by the County Administrative School System. Therefore, six major priority areas were selected for program approval, and the Parent Committee recommended that 75% of the funds be used in one or more of the six major areas listed below:

(1) Remedial reading, either by professionally-trained teachers or a reading tutorial program.

(2) Additional vocational education opportunities.

(3) Special guidance programs to meet the needs of these Indian children.

(4) Opportunities for accelerated training for gifted children.

(5) Special aid in the area of mathematics through employment of professional personnel to give individualized or small group attention, as well as some tutorial aid.

(6) Cultural enrichment programs as might be most appropriate in the individual schools.

The other 25% was designated to meet any special needs of the schools which were not covered in the six broad areas previously stated.

EVALUATION DESIGN

In evaluating the Indian Elementary and Secondary School Assistance Program for the Robeson County Board of Education, a two-pronged approach to the evaluation was used. Since Indian students are enrolled in all twenty-five schools within the County School System, the first approach involved looking at the total system in an effort to show the continuity, coordination and unity of the Indian Elementary and Secondary School Assistance Program in the schools. This was accomplished by utilizing questionnaires (see appendix) which were administered to a sample of parents, students and teachers randomly selected.

The second approach consisted of selecting specific schools within the county to demonstrate the individual school efforts which may or may not be similar to other schools. The schools selected were Fairgrove, Magnolia, Pembroke Elementary, Prospect, and Union Elementary. These five schools were selected because of their geographic location and the concentration of Indian children in them. Fairgrove, Magnolia and Prospect are, former all-Indian, Union Schools, grades 1-12, with strong community identities. Pembroke Elementary, former all Indian, is located in Pembroke the center of Lumbee Education and Business. Union Elementary, former all Indian, is located in a rural section with no particular strong community identity. In implementing the second approach, the principal of each school selected was asked to write a short description of the Indian Education Program operating at his school emphasizing the following:

(1) The chief needs of Indian children in his community.

(2) The overall objectives of his total school program and how its objectives met the needs of Indian children.

(3) How each component of the Indian Education Program tied in with or helped to meet the overall program objectives of his school.

PRESENTATION OF DATA

In efforts to determine the degree of satisfaction experienced by parents, teachers and students with the Indian Elementary and Secondary School Assistance Program, a questionnaire (see appendix) was administered to 438 parents, 191 teachers and 324 students; the parents, teachers and students were randomly selected from the population. The statistical procedure chi square was used to determine whether or not significant differences existed relative to how each group perceived the Indian Elementary and Secondary School Assistance Program related to them.

The principals were asked to react, in order of priority for their community, to the six major priority areas selected by a parent committee as the major impact areas for the program.

The principals from the five selected schools, Fairgrove, Magnolia, Pembroke Elementary, Prospect, and Union Elementary, examined the chief needs of Indian children in their community, the overall objectives of their school program, and how each objective serves the Indian students in their community.

Chart 1 shows the number of Indian students and the programs sponsored by the Indian Elementary and Secondary School Assistance Program for each school.

Chart 1 - The number of Indian students and programs by school for the Indian Elementary and Secondary School Assistance Program.

SCHOOLS	Number of Students	Reading	Physical Education	Vocational Education	Music	Guidance	Clerical	Gifted	Home Coordinator	Math	Cultural Enrichment	General Catch-up
ALLENTON	145											x
ASHPOLE	137	x										
DEEP BRANCH	326	x	x		x		x				x	
FAIRGROVE	502	x			x	x	x	x	x		x	
GREEN GROVE	192	x						x	x			
HILLY BRANCH	132	x					x		x			
LITTLEFIELD	106	x										x
LONG BRANCH	98	x										
MAGNOLIA	686	x			x		x			x	x	
OPRUM	111	x										
OXENDINE	195	x								x	x	
PARKTON	72	x								x		
PEMBROKE E.	808	x	x						x	x	x	
PEMBROKE J.H.	530	x		x	x					x	x	
PEMBROKE S.H.	649	x	x		x					x	x	
PINEY GROVE	287	x					x					x
PROTORVILLE	50	x								x		
PROSPECT	966	x	x	x	x						x	
PURVIS	162	x									x	
REX-RENNERT	181	x									x	x
ROWLAND H.S.	121	x										
SMITHS	126	x										
SOUTHSIDE	233	x									x	
UNION CHAPEL	354	x			x		x			x	x	x
UNION ELE.	368	x										

Table 1 shows the response to "whether or not the Indian Education Act is understood by parents, teachers, and students." The response is by level of agreement within each group.

Table 1 denotes that the three groups understand the Indian Education Act. However, students feel that they have a lower level of understanding than parents or teachers feel they have. This level of difference in agreement will occur by chance less than 1% of the time.

TABLE 1

THE RESPONSE TO STATEMENT NUMBER 1 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	98	45	55	198
AGREE	211	104	120	435
NEUTRAL	59	13	70	142
DISAGREE	60	25	64	149
STRONGLY DISAGREE	10	4	15	29
TOTAL	438	191	324	953

$X^2 = 40.85$

Table 2 shows the response to "whether or not efforts were made to explain to parents, teachers, and students the Indian Education Program." The response is by level of agreement within each group.

From Table 2 we see that efforts were made to explain the Indian Education Program to all three groups. The parent level of satisfaction is significantly higher than the student level of satisfaction. This level of difference in agreement will occur less than 1% of the time by chance.

TABLE 2

THE RESPONSE TO STATEMENT NUMBER 2 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	146	65	50	261
AGREE	230	95	141	466
NEUTRAL	34	10	47	91
DISAGREE	22	17	69	108
STRONGLY DISAGREE	6	4	17	27
TOTAL	438	191	324	953

$X^2 = 97.40$

Table 3 shows the response to"whether or not the Indian Education Program has caused parents, teachers,and students to become more involved in the schools activities." The response is by level of agreement within each group.

It is evidenced from Table 3 that generally all three groups agree with the statement; however, parents feel that they are significantly more involved in the program than teachers or students perceive themselves to be. This level of difference in agreement will occur less than 1% of the time by chance.

TABLE 3

THE RESPONSE TO STATEMENT NUMBER 3 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	89	21	48	158
AGREE	208	71	122	401
NEUTRAL	77	42	76	195
DISAGREE	57	50	66	173
STRONGLY DISAGREE	7	7	12	26
TOTAL	438	191	324	953

$X^2 = 34.77$

Table 4 displays the response to "whether or not the Indian Education Program has helped Indian parents and students strengthen their pride in Indianness." The response is by level of agreement within each group.

While all three groups agree with the statement, it is evidenced from Table 4 that teachers are more neutral to the statement than parents or students. The disparity in how each group responded to statement 4 is significantly different. This level of difference in response will occur by chance less than 1% of the time.

TABLE 4

THE RESPONSE TO STATEMENT NUMBER 4 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	119	37	91	247
AGREE	194	67	133	394
NEUTRAL	68	58	62	188
DISAGREE	44	22	28	94
STRONGLY DISAGREE	13	7	10	30
TOTAL	439	191	324	953

$X^2 = 22.92$

Table 5 displays the response to "whether or not parents, teachers, and students were involved in the Indian Education Program." The response is by level of agreement within each group.

From Table 5 it is evidenced that parents felt significantly more involved in the program development than did teachers or students. The level of involvement felt by parents was significant and will occur by chance less than 1% of the time.

TABLE 5

THE RESPONSE TO STATEMENT NUMBER 5 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	104	41	30	175
AGREE	235	97	124	456
NEUTRAL	55	29	84	168
DISAGREE	41	21	62	124
STRONGLY DISAGREE	3	3	24	30
TOTAL	438	191	324	953

$X^2 = 95.05$

In Table 5 are the responses to"whether or not the schools are more concerned with the needs of the Indian communities as a result of the Indian Education Program." The response is made by level of agreement within each group.

It is evidenced from Table 6 that all three groups believed that the Indian communities are more involved with the school program as a result of the Indian Education Act; however, there is no significant difference in how each group responded to the question.

TABLE 6

THE RESPONSE TO STATEMENT NUMBER 6 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	108	49	61	218
AGREE	217	87	143	447
NEUTRAL	68	28	67	163
DISAGREE	40	25	45	110
STRONGLY DISAGREE	5	2	8	15
TOTAL	438	191	324	953

$X^2 = 12.96$

Table 7 shows the response to whether or not the Indian Education Program has increased student attendance and reduced student dropout in the school." The response is by level of agreement within each group.

From Table 7 it is evidenced that parents exhibit a significantly higher level of agreement with the question than students exhibit. This level of difference in response will occur by chance less than 1% of the time.

TABLE 7

THE RESPONSE TO STATEMENT NUMBER 7 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	50	14	19	83
AGREE	169	60	95	324
NEUTRAL	138	80	107	325
DISAGREE	73	33	88	194
STRONGLY DISAGREE	8	4	15	27
TOTAL	438	191	324	953

$X^2 = 33.45$

In Table 8 we see the response to "whether or not the parents, teachers, and students felt their suggestions pertaining to the Indian Education Program were carried out by the schools." The response is by level of agreement within each group.

It is evidenced from Table 8 that generally each group felt their suggestions were carried out by the schools; however, the parents exhibited a significantly stronger belief than teachers or students showed. This level of difference in agreement will occur less than 1% of the time by chance.

TABLE 8

THE RESPONSE TO STATEMENT NUMBER 8 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	83	30	28	141
AGREE	231	95	110	436
NEUTRAL	101	53	107	261
DISAGREE	19	10	66	95
STRONGLY DISAGREE	4	3	13	20
TOTAL	438	191	324	953

$X^2 = 97.72$

Table 9 shows the response to whether"or not non-Indian parents, teachers, and students within the school agree with the purposes of the Indian Education Program." The response is by level of agreement within each group.

From Table 9 it is evidenced that all three groups agree with the purposes of the Indian Education Program; however, the parental level of agreement is significantly higher than the teacher or the student level of agreement. This level of difference in response will occur by chance less than 5% of the time.

TABLE 9

THE RESPONSE TO STATEMENT NUMBER 9 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	107	38	69	214
AGREE	238	89	158	485
NEUTRAL	65	49	66	180
DISAGREE	26	12	23	61
STRONGLY DISAGREE	2	3	8	13
TOTAL	438	191	324	953

$X^2 = 18.09$

Table 10 shows the response to "whether or not the non-Indian parents, teachers, and students agree with the purpose of the Indian Education Program." The response is by level of agreement within each group.

In Table 10 we observe that parents, teachers and students believe that non-Indian parents, teachers and students are in accord with the purpose of the program. However, parents agree with the statement more than teachers or students do. The level of difference in agreement will occur by chance less than 1% of the time.

TABLE 10

THE RESPONSE TO STATEMENT NUMBER 10 BY PARENTS, TEACHERS, AND STUDENTS. THE RESPONSE IS BY EACH GROUP'S LEVEL OF AGREEMENT WITH THE STATEMENT.

RESPONSE	PARENTS	TEACHERS	STUDENTS	TOTAL
STRONGLY AGREE	30	18	11	59
AGREE	154	78	55	287
NEUTRAL	153	57	154	364
DISAGREE	75	28	68	171
STRONGLY DISAGREE	26	10	36	72
TOTAL	438	191	324	953

$X^2 = 67.81$

Table 11 shows the questions that each principal was asked to rank in order of priority needs for the Indian Community. The mean ranking score received on each option is also shown.

TABLE 11

THE QUESTIONS PRINCIPALS RESPONDED TO AND THE MEAN RANKING SCORE ON EACH OPTION.

Please arrange the following six (6) needs of Indian children by order of priority as you perceive them.

MEAN RANK	OPTION
1.52	Remedial reading, either by professionally-trained teachers or a reading tutorial program.
4.24	Additional vocational education opportunities.
3.48	Special guidance programs to meet the needs of the Indian children.
3.96	Opportunities for accelerated training for gifted children.
3.56	Special aid in the area of mathematics through employment of professional personnel to give individualized or small group attention, as well as some tutorial aid.
4.30	Cultural enrichment programs as might be most appropriate in the individual schools.

List the following in order of their influence in helping you design the Indian Education Program used in your school.

MEAN RANK	OPTION
3.20	Central Administration
1.72	School Personnal
2.56	Parents
2.52	Students

SCHOOL RESPONSES

The responses from the five schools are:

Union Elementary

To effectively evaluate a program, one must have an origin, a direction and a destination. Test data reveals the majority of the students at Union Elementary School as having an educational deficiency. Many factors have contributed to this handicap. Therefore the parent advisory committee in conjunction with school personnel originated a program to attack the existing problems; being aware that all deficiencies could not be eradicated immediately, but through careful implementation the greatest (educational) deficiency could be alleviated.

A remedial reading program was begun with emphasis being placed on the primary level. This level was chosen because the reading problems could be corrected before they became too major, and the student was labeled a complete failure.

Additionally, needs existed in the areas of instruction for talented students, music, art and general cultural enrichment. However, due to limitations, reading instruction was given higher priority. Tutorial aides provide instruction to thirty-two (32) first grade students, a reading teacher and her assistant provide individualized instruction to approximately fifty (50) students. Updated instructional supplies were provided teachers to afford more individual instruction to the Indian students.

One major objective to the total program was:

> At the completion of the school year those students participating in the reading program will have shown the equivalent of one grade growth in reading performance as measured by the Stanford Achievement Test.

Realizing the limitation of funds ($22,609.00) especially when salaries are involved, the parent committee felt that maximum results for Indian children could best be realized by developing a program in reading. Participants were tentatively selected by teacher opinion, classroom performance, and data from tests administered in the past. In the present program, pre-tests were administered to determine that reading deficiencies did exist, and for documentation of reading levels. After completion of testing, an in depth reading program was prescribed for each participant. Emphasis was placed on reading skills where greater deficiencies had been shown during testing, attempting to help overcome any and all weaknesses that had been revealed by tests. Each student performs on his own level. Instructional groups are held to small numbers of approximately ten students for each group, and all are reading at about the same reading level.

Progress has been shown. Post test to be administered at the conclusion of the present school year will reveal great progress in the area of language arts. The reading program at Union Elementary School has been beneficial to the growth of eighty students, and in providing updated instruction to all other Indian students enrolled at Union Elementary School.

Magnolia School

The chief needs of Indian Children in your community:

With the assistance of the Indian Education committee as well as all available test data, in addition to this information, we have at our disposal a complete evaluation of Magnolia School made by the State Department of Public Instruction on January 24, 1973.

After a thorough study of the Magnolia School, in conjunction with the recommendation of the State Department of Public Instruction, and the wishes of the Indian Education Committee, we established the priorities for the Indian Education Act.

Priorities for the Indian Education Act established in the above described manner were as follows:

A remedial reading teacher and a math teacher. The purpose of this program was twofold and deals primarily with secondary school students. It is our opinion that we have students at Magnolia School that will never pass English in the traditional classroom setting; therefore, this program was initiated to make provisions for this inequity in the overall curriculum. I found students here 23 years old that had never passed an English class. I intend somehow to graduate these students and write a resume of their activities at Magnolia School to be inserted in their permanent record upon graduation. If it is decided by our committee that their problem is academic in nature rather than diciplinary, they will be graduated. We feel this program has been very successful and is an asset to our school; however, our parent committee saw fit to discontinue the programs for the next academic year.

The overall objectives of your total school program and how its objectives meet the needs of Indian children:

Monies were spent for the purpose of initiating a band and football program at Magnolia School. The total expenditures for band instruments, football uniforms, and other band and football paraphernalia was approximately $6,000.00 in Indian money. This does not include the salary of the band director, which would be approximately $11,000.00, including fixed charges.

We have encountered more difficulty with the facilitation of these programs because members of the Indian community feel blacks and whites should not be allowed to participate. I understand this is part of the guidelines mandated by the Federal Government; however, in a tri-racial situation such as ours and a black band director, I did not feel the program had a chance of getting off the ground if strict adherence to this guideline was administered. Therefore, in regards to football equipment, only $2,000.00 of this money was Indian Education Act money; the remainder was raised locally by the sponsorship of a booster club and the sale of plates, It is our opinion that as long as the uniforms purchased with $2,000.00 of Indian Education

money were used by Indian students, the school was in compliance with the law. We followed the same procedures in regards to band, although strong resistance was encountered in this area because the instructor's salary came totally from Indian\Education funds. In defense of the way we administered our program, I can only say a good "faith" effort was made to facilitate the program as well as maintain harmoniously relationship between the races.

How each component of the program ties in with or helps to meet overall program objectives:

When I assumed principalship July 1, 1973, even a casual observation pointed to a definite lack of pride or a cohesive spirit among the students. A definite need for pride and unity among the Indian students was very evident. Therefore, we undertook the task of formulation of a band hoping this would aid, as it usually does, in the development of pride in the school as well as beginning the cultural movement within the community. We feel we have had some measure of success in this area especially with our football. It remains to be seen what impact the band will have on the school and community. Hopefully,we will know after our first concert which is scheduled May 10, 1974.

It is our feeling that every phase of the Indian Education program was designed to compliment or relate to the overall educational program of the school. Indian students who are in need of help with remedial English are provided with that help in small groups. Students who wish to participate in band and football are provided this opportunity. We feel that the overall objectives of the Indian Education program are being met at Magnolia School, and I feel that we are in compliance with the laws relating to the Indian Education program. The only danger I see is if the program is improperly administered or administered to the letter of the law rather than the spirit of the law. I can visualize serious repercussion from both the black and white communities.

Pembroke Elementary School

The chief need of Indian children in our community is that of a positive self-concept. I feel this need can best be met through the school's education process. There is a need for more remedial help in reading and math. Screening and correcting of physical defects, such as eyes and hearing would benefit many of our children. There is a need for guidance for both the students and parents. We need a cultural arts program that would teach the children to be able to creatively express themselves; therefore, they need experiences and opportunities to relate these creative activities successfully. The recreation program needs to be broadened to reach more children, to enable them to participate in competitive physical activities. The area of drugs and sex education needs to be one of the target areas to eliminate the ignorance that surrounds it. Too many of our children lose interest in school, resulting in a high drop-out number. A comprehensive program in vocational education is needed before the child leaves school.

There is a great need for our academically talented student. Many of these children are not adequately prepared for college. This leaves a vacumn for leadership in the professionals, such as doctors, lawyers, engineers, politicians, etc. To meet this need a special college oriented program needs to be developed and implemented for our Indian boys and girls. There is a need for higher educational opportunities for all Indian students.

If these goals are met with success, the self concepts of the Indian child will be increased, with the feeling of a worthy citizen.

The overall objectives of our total school program are to help educate every child academically, socially, spiritually, and to feel and be a worthy citizen in our society.

With the past history of education and economical deprivation for the average Indian child in Robeson County, our regular school resources are not sufficient to meet the unique needs of the Indian child. The resources from the Indian Education Act, with the cooperation of our local education agency, are enabling us to begin to meet the needs as outlined above.

The principal and the personnel of this school feel that the Indian Education Act is one of the finest things to happen in Robeson County for the Indian child. All feel that the program is Indian controlled with full cooperation from all levels of the local education administration. There are some mistakes being made, but with experience with the program, a better utilization will be possible in the future.

Prospect School

The IEA Program at Prospect is related to enriching the educational levels of Indian children in the athletic, reading, and musical aspects of curriculum and extra-curricular involvement.

The effectiveness of the program as indicated by the evaluations of everyone related to the IEA Program indicates that the program is accomplishing its goals and objectives educationally with few problems.

Fairgrove School

The school community is a rural, isolated community with limited social, cultural and recreational opportunities. The community is a farming and agricultural area, and social and recreational opportunities are limited to church and school-related programs. Until school desegregation, the school was an all-Indian union school, K-12, serving a predominantly Indian population. Also, until school desegregation, the Indian youth had little, if any, exposure to the need for race relations,

inter-cultural exchanges, and a diffusion of life styles. With the coming of school desegregation, Indian youth have been challenged to break out of a life style of complacency and apathy which is generated from living in an isolated Indian community and participating in all-Indian social and cultural institutions - church, school, etc. Due to the new social and cultural roles brought about by the Civil Rights Act, and particularly, school desegregation, Indian youth need special programs and activities to prepare and equip them to effectively participate in a socially and culturally integrated society. Such participation can be affected by providing opportunities and experiences for developing racial identity, group pride, and learning experiences for competitive participation, both individually and group, in an integrated society.

The overall objective of the school program are:

1. To instruct the students, regardless of what economic level and or geographical area they represent;
2. To develop high moral standards;
3. To build a sound body and wholesome state of mind;
4. To increase the child's ability to use the tools of learning;
5. To help the child express himself effectively and creatively;
6. To help the child overcome social maladjustments that would retard his growth and development;
7. To help each child develop a feeling of security as a contributing member of the group and those qualities which will enable him to lead as well as follow;
8. To be able to recognize abilities and talents and to develop them to the fullest extent;
9. To offer a program of instruction in association with community resources and needs;
10. To continue to be professional as school personnel and to be ever aware of new techniques in helping students to develop to their fullest potential.

The overall objectives of the total school program recognize needs and problems of both students and the community, and particularly social problems such as economic level, physical development, learning abilities and handicaps, social adjustment and the community social structure. However, the needs of Indian youth have not received special emphasis or impact, but have rather been treated as community problems with applicability to the social and economic composition of the community and to the majority/minority population.

The program components of the IEA serve to broaden and strengthen the school curriculum, to meet special and individualized needs of students, particularly Indian students, and to better prepare these students through a series of enriched social, cultural, and recreational opportunities to adjust to their changing communities and to become successful participants in their community and the larger society.

All of the program components are designed to supplement the overall educational program and to enrich the educational experiences of Indian youth within the general framework of the total school program rather than attempting to meet these needs in isolation. The integration of

these special components withing the existing curriculum enhances the total school program as well as meet the special and individualized needs of Indian youth.

We are attempting to meet social, cultural and recreational needs of the Indian youth by: (a) providing a special impact program for academically talented 7th and 8th grade students to better prepare them for competition in a socially integrated society; (b) special emphasis in the areas of reading and mathematics in grades 4-6; (c) supplementary science and mathematics materials for grades 3-12; and (d) acquistion of audio-visual materials and equipment and library books and materials with emphasis on Indian culture and special curriculum areas; (e) supplementary guidance and counseling services, and (f) cultural and recreational enrichment programs and activities.

DISCUSSION OF DATA

The value of this or any evaluation can best be determined in light of its consideration of program improvement.

The Indian Elementary and Secondary School Assistance Program, for the Robeson County School Administrative System, has its greatest impact in the area of reading as shown in Chart 1. This is in agreement with the principal's rank order of Indian educational needs shown in Table 11. According to the principals, special guidance programs designed to meet the needs of Indian children are second in order of priority. However, only one school, Fairgrove, is utilizing Indian Elementary and Secondary School Assistance money to help fund a guidance program. Although the need exists, the failure to utilize more funds from the Indian Elementary and Secondary School Assistance Program in implementing guidance programs for Indian students could be due in part to: (1) the small amount of funds received from the program by a large number of the schools (2) the lack of qualified personnel to fill the positions.

The number of cultural and enrichment programs was found to be second only to the reading program in the number of schools participating in the Indian Elementary and Secondary School Assistance Program. (See Chart 1) The principals rated the cultural enrichment programs last in order of needs for Indian children as shown in Table 11.

The different programs instituted in the county school system in order of priority as established by Indian parents in conjunction with teachers and Indian students are: reading, cultural enrichment, math, music, clerical assistance, general catch-up programs, home coordinator

and physical education, the gifted child and vocational education, and guidance. The needs of Indian children, however, in order of priority as perceived by the principals are: reading, guidance, math, the gifted children, vocational education, and cultural enrichment.

All three groups participated in the initiation and implementation of the Indian Elementary and Secondary School Assistance Programs. Generally, all three groups understand and agree with the purposes of the program. The levels of which each group understands and agrees with the program are determined from their response to statements 1,9, and 10 of the questionnaire. (See tables 1,9, and 10) Parents in general feel more satisfied with their level of understanding and agreement than students or teachers feel. These three groups believe that adequate efforts were made, by central administration, to explain the Elementary and Secondary School Assistance Program to them. Parents were more satisfied with efforts made to explain the program to them than teachers or students were satisfied, as shown in Table 2.

All three groups feel that they were involved in the development of the Indian Elementary and Secondary School Assistance Program. (Table Number 5) As a result of their involvement in the program development, they became more involved in the activities of the school. The parents, however, are more satisfied with their level of involvement than students and teachers are satisfied. (As shown in Table 3) Parents, teachers and students feel that in general their suggestions pertaining to the Indian Education Program are being carried out by the school. The parents are more satisfied with their influence in the program's development than teachers and students are satisfied. (See Table Number 8) The principals' ranking of levels of influence exhibited by each group in

planning the Indian Elementary and Secondary School Assistance Program indicates that teachers and students were strongly involved in helping design the program. (Table Number 11)

All three groups feel that the Indian Elementary and Secondary School Assistance Program has increased school attendance (Table number 7), and the schools are more concerned with meeting the needs of the Indian children as a result of the Indian Elementary and Secondary School Assistance Program. (Table number 6) The Indian Elementary and Secondary School Assistance Program has strengthened the pride of Indian children in their Indianness. Teachers and students, however, did not agree as strongly with each of these statements as parents agreed. (Table number 4)

SUMMARY

Any consideration of the effectiveness of the Indian Elementary and Secondary School Assistance Program requires that consideration be given to different programs being implemented in the various schools. All the data available from this evaluation indicates that the Indian Elementary and Secondary School Assistance Program did quite adequately meet its goals and objectives as established by the parent committee, and the legal requirements as stipulated by the Federal Government. Many successful and even outstanding individual projects have been noted within the schools.

Apparently all schools with projects funded through the Indian Elementary and Secondary School Assistance Act stimulated the interest and attendance of the Indian children. For the county as a whole the most significant accomplishment is being offered in the area of reading.

In conclusion the program has had a steady increasing impact on the educational practices in Robeson County.

APPENDIX

STUDENT QUESTIONNAIRE

We are interested in finding out how the students perceive the Indian Elementary and Secondary School Assistance Program as implemented in Robeson County. Would you please respond to the following statements, by indicating with a check in the appropriate space your level of agreement with each statement. Please do not sign this questionnaire.

1. The purpose of the Indian Education Act is understood by students.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

2. Efforts were made to explain to students the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

3. The Indian Education Program has caused students to become more involved in school activities.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

4. The Indian Education Program has helped Indian students strengthen their pride in Indianness.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

5. Students were involved in the development of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

6. As a result of the Indian Education Program the schools are more concerned with meeting the needs of students.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

7. The Indian Education Program has increased student attendance and reduced dropouts in schools.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

8. The suggestions of students pertaining to the Indian Education Program were carried out by the schools.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

9. The Indian students within the school agree with the purposes of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

10. The Non-Indian student within the school agrees with the purposes of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

PARENT QUESTIONNAIRE

We are interested in finding out how the parents perceive the Indian Elementary and Secondary School Assistance Program as implemented in Robeson County. Would you please respond to the following statements, by indicating with a check in the appropriate space your level of agreement with each statement. Please do not sign this questionnaire.

1. The purpose of the Indian Education Act is understood by parents.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

2. Efforts were made to explain to parents the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

3. The Indian Education Program has caused parents to become more involved in school activities.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

4. The Indian Education Program has helped Indian parents strengthen their pride in Indianness.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

5. Parents were involved in the development of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

6. As a result of the Indian Education Program the schools are more concerned with meeting the needs of the Indian community.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

7. The Indian Education Program has increased student attendance and reduced student dropouts in school.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

8. The suggestions of parents pertaining to the Indian Education Program were carried out by the schools.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

9. The Indian people within the community agreed with the purposes of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

10. The Non-Indian people within the Indian community agree with the purposes of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

TEACHER QUESTIONNAIRE

We are interested in finding out how the teachers perceive the Indian Elementary and Secondary School Assistance Program as implemented in Robeson County. Would you please respond to the following statements, by indicating with a check in the appropriate space your level of agreement with each statement. Please do not sign this questionnaire.

1. The purpose of the Indian Education Act is understood by teachers.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

2. Efforts were made to explain to teachers the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

3. The Indian Education Program has caused teachers to become more involved in school activities.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

4. The Indian Education Program has helped Indian parents and students strengthen their pride in Indianness.

[] Strongly Agree [] Agree [] Neutral [] Disagre [] Strongly Disagree

5. Teachers were involved in the development of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

6. As a result of the Indian Education Program the schools are more concerned with the needs of the Indian communities.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

7. The Indian Education Program has increased student attendance and reduced student dropouts in school.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

8. The suggestions of teachers pertaining to the Indian Education Program were carried out by the schools.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

9. The Indian teachers within the community agree with the purposes of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

10. The Non-Indian teachers within the school agree with the purposes of the Indian Education Program.

[] Strongly Agree [] Agree [] Neutral [] Disagree [] Strongly Disagree

PRINCIPALS QUESTIONNAIRE

We are interested in finding out how principals perceive the Indian Elementary and Secondary School Assistance Program as implemented in Robeson County. Would you please respond to the following statements.

1. Please arrange the following six (6) needs of Indian children by order of priority as you perceive them.
   [] Remedial reading, either by professionally-trained teachers or a reading tutorial program.
   [] Additional vocational education opportunities.
   [] Special guidance programs to meet the needs of the Indian children.
   [] Opportunities for accelerated training for gifted children.
   [] Special aid in the area of mathematics through employment of professional personnel to give individualized or small group attention, as well as some tutorial aid.
   [] Cultural enrichment programs as might be most appropriate in the individual schools.

2. List the following in order of their influence in helping you design the Indian Education Program used in your school.
   [] Central Administration
   [] School Personnal
   [] Parents
   [] Students

3. List three (3) administrative problems the Indian Education Act has created in your school.

_____ _____

_____ _____

4. If you could place on display any program, academic or non-academic, within your school what would it be and why?

_____

_____

5. List three (3) specific advantages of the Indian Elementary and Secondary School Assistance Act.

_____ _____

_____ _____

6. List three (3) specific disadvantages of the Indian Elementary and Secondary School Assistance Act.

_____ _____

_____ _____